



## Senate

General Assembly

**File No. 642**

January Session, 2015

Substitute Senate Bill No. 1102

*Senate, April 14, 2015*

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

### **AN ACT CONCERNING CERTIFICATION REQUIREMENTS FOR BILINGUAL EDUCATORS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-17g of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2015*):

3 Annually, the board of education for each local and regional school  
4 district that is required to provide a program of bilingual education,  
5 pursuant to section 10-17f, may make application to the State Board of  
6 Education and shall thereafter receive a grant in an amount equal to  
7 the product obtained by multiplying the total appropriation available  
8 for such purpose by the ratio which the number of eligible children in  
9 the school district bears to the total number of such eligible children  
10 state-wide. The board of education for each local and regional school  
11 district receiving funds pursuant to this section shall annually, on or  
12 before September first, submit to the State Board of Education a  
13 progress report which shall include (1) measures of increased  
14 educational opportunities for eligible students, including language

15 support services and language transition support services provided to  
16 such students, (2) program evaluation and measures of the  
17 effectiveness of its bilingual education and English as a second  
18 language programs, including data on students in bilingual education  
19 programs and students educated exclusively in English as a second  
20 language programs, and (3) certification by the board of education  
21 submitting the report that any funds received pursuant to this section  
22 have been used for the purposes specified. The State Board of  
23 Education shall annually evaluate programs conducted pursuant to  
24 section 10-17f. For purposes of this section, measures of the  
25 effectiveness of bilingual education and English as a second language  
26 programs include mastery examination results, under section 10-14n,  
27 and graduation and school dropout rates. Any unexpended funds  
28 appropriated to the Department of Education for purposes of this  
29 section as of November first shall be distributed on a prorata basis to  
30 each local or regional board of education receiving a grant under this  
31 section. Notwithstanding the provisions of this section, for the fiscal  
32 years ending June 30, 2009, to June 30, 2015, inclusive, the amount of  
33 grants payable to local or regional boards of education under this  
34 section shall be reduced proportionately if the total of such grants in  
35 such year exceeds the amount appropriated for such grants for such  
36 year.

37 Sec. 2. Subsection (c) of section 10-145f of the general statutes is  
38 repealed and the following is substituted in lieu thereof (*Effective July*  
39 *1, 2015*):

40 (c) Notwithstanding the provisions of this section and section 10-  
41 145b, the following persons shall be eligible for a nonrenewable  
42 temporary certificate: (1) A person who has resided in a state other  
43 than Connecticut during the year immediately preceding application  
44 for certification in Connecticut and meets the requirements for  
45 certification, excluding successful completion of the competency  
46 examination and subject matter assessment, if such person holds  
47 current teacher certification in a state other than Connecticut and has  
48 completed at least one year of successful teaching in another state in a

49 public school or a nonpublic school approved by the appropriate state  
50 board of education, (2) a person who has graduated from a teacher  
51 preparation program at a college or university outside of the state and  
52 regionally accredited, and meets the requirements for certification,  
53 excluding successful completion of the competency examination and  
54 subject matter assessment, and (3) a person hired by a charter school  
55 after July first in any school year for a teaching position that school  
56 year, provided the person hired after said date could reasonably be  
57 expected to complete the requirements prescribed in subparagraphs  
58 (B) and (C) of subdivision (1) of subsection (c) of section 10-145b. The  
59 nonrenewable temporary certificate shall be valid for one year from  
60 the date it is issued, except the State Board of Education may extend a  
61 temporary certificate in the certification endorsement area of bilingual  
62 education issued under this subsection for an additional two years to a  
63 person who is employed by a local or regional board of education and  
64 providing instruction as part of a program of bilingual instruction, as  
65 defined in section 10-17e.

66 Sec. 3. Section 10-145h of the general statutes is repealed and the  
67 following is substituted in lieu thereof (*Effective July 1, 2015*):

68 (a) On and after July 1, [1999] 2015, the State Board of Education  
69 shall require an applicant for certification as a bilingual education  
70 teacher to demonstrate written competency in English and written and  
71 oral competency in the other language of instruction as a condition of  
72 certification. [Competency] Written competency in English shall be  
73 demonstrated by successful passage of the essential skills test  
74 approved by the State Board of Education. [Competency] Written  
75 competency in the other language shall be demonstrated on an  
76 examination, if available, of comparable difficulty as specified by the  
77 Department of Education. If such an examination is not available,  
78 competency shall be demonstrated by an appropriate alternative  
79 method as specified by the department. Oral competency in the other  
80 language shall be demonstrated by an appropriate method specified  
81 by the Department of Education.

82 (b) On and after July 1, [2003] 2015, the State Board of Education  
83 shall require persons seeking to become (1) elementary level bilingual  
84 education teachers to [be certified] meet coursework requirements in  
85 elementary education and bilingual education, and (2) secondary level  
86 bilingual education teachers to [be certified] meet coursework  
87 requirements in both the subject area they will teach and in bilingual  
88 education. [Such dual certification requirement may be met by earning  
89 a bachelor's degree in one field and meeting the requirements for an  
90 endorsement in the other field.] The State Board of Education may  
91 issue an endorsement in bilingual education to an applicant who has  
92 (A) completed coursework requirements in (i) elementary education  
93 and bilingual education, or (ii) the subject area they will teach and  
94 bilingual education, and (B) successful passage of examination  
95 requirements for bilingual education, as approved by the State Board  
96 of Education.

97 (c) On and after July 1, 2000, the State Board of Education shall  
98 require bilingual education teachers holding provisional educator  
99 certificates to meet the requirements of this subsection in order to  
100 qualify for a professional educator certificate to teach bilingual  
101 education. (1) Such bilingual education teachers who teach on the  
102 elementary level shall take fifteen credit hours in bilingual education  
103 and fifteen credit hours in language arts, reading and mathematics. (2)  
104 Such bilingual education teachers who teach on the middle or  
105 secondary level shall take fifteen credit hours in bilingual education  
106 and fifteen credit hours in the subject matter that they teach. Such  
107 professional educator certificate shall be valid for bilingual education  
108 and the grade level and content area of preparation.

109 [(d) (1) Notwithstanding subsection (a) of this section, for the period  
110 from July 1, 2005, to June 30, 2010, inclusive, the State Board of  
111 Education shall require an applicant for certification as a bilingual  
112 education teacher to demonstrate competency in English and the other  
113 language of instruction as a condition of certification. Competency in  
114 English shall be demonstrated by successful passage of the oral  
115 proficiency test in English and an essential skills test approved by the

116 State Board of Education. Oral and written competency in the other  
117 language shall be demonstrated by passage of an examination, if  
118 available, of comparable difficulty as specified by the Department of  
119 Education. If such an examination is not available, competency shall be  
120 demonstrated by an appropriate alternative method as specified by the  
121 department.

122 (2) Notwithstanding subsection (b) of this section, for the period  
123 from July 1, 2005, to June 30, 2010, inclusive, the State Board of  
124 Education shall require persons seeking to become (A) elementary  
125 level bilingual education teachers to be certified in (i) bilingual  
126 education and achieve a satisfactory evaluation on the appropriate  
127 State Board of Education approved assessment for elementary  
128 education, or (ii) elementary education and have completed six  
129 semester hours of credit in English as a second language course work  
130 as approved by the State Board of Education, and (B) secondary level  
131 bilingual education teachers to be certified in (i) bilingual education  
132 and achieve a satisfactory evaluation on the appropriate State Board of  
133 Education approved subject area assessment, or (ii) the subject area  
134 they will teach and have completed six semester hours of credit in  
135 English as a second language course work as approved by the State  
136 Board of Education. Such certificates shall be valid for subject-specific  
137 bilingual education. Certification in elementary bilingual education  
138 shall be valid for grades kindergarten to eight, inclusive, and  
139 certification in secondary subject-specific bilingual education shall be  
140 valid for grades seven to twelve, inclusive.]

141 Sec. 4. Section 10-145k of the general statutes is repealed and the  
142 following is substituted in lieu thereof (*Effective July 1, 2015*):

143 (a) The State Board of Education shall, upon the request of a local or  
144 regional board of education, issue an international teacher permit in a  
145 subject shortage area pursuant to section 10-8b, provided the  
146 conditions for issuance of such permit pursuant to the provisions of  
147 subsections (b) and (c) of this section are met. Such permits shall be  
148 issued for one year and may be renewed for a period of up to one year,

149 upon the request of the local or regional board of education, provided  
150 the teacher whose permit is to be renewed maintains, at the time of  
151 such renewal, a valid J-1 Visa issued by the United States Department  
152 of State at the time such permit is renewed.

153 (b) The local or regional board of education requesting the issuance  
154 of an international teacher permit shall attest to the existence of a plan  
155 for the supervision of the teacher.

156 (c) The teacher shall:

157 (1) Hold a J-1 visa issued by the United States Department of State;

158 (2) Be in the United States to teach (A) in accordance with a  
159 memorandum of understanding between Connecticut and the country  
160 from which the teacher is entering, or (B) as part of the Exchange  
161 Visitor Program administered by the United States Department of  
162 State Teacher Exchange Branch;

163 (3) (A) Hold the equivalent of a bachelor's degree, from a regionally  
164 accredited institution of higher education, as determined by a foreign  
165 credentialing agency recognized by the Commissioner of Education,  
166 with a major in or closely related to the certification endorsement area  
167 in which the teacher is to teach, [or] (B) hold such a degree without  
168 such a major and have successfully completed the teacher assessment  
169 for the appropriate subject area, as approved by the State Board of  
170 Education, or (C) have completed coursework or training prescribed  
171 by the State Board of Education to achieve proficiency deemed  
172 equivalent to a bachelor's degree, if such person will be providing  
173 instruction as part of a program of bilingual instruction, as defined in  
174 section 10-17e;

175 (4) Have completed, in the country from which the teacher is  
176 entering, the equivalent of a regionally accredited teacher preparation  
177 program; and

178 (5) Have achieved the level of oral proficiency in English as  
179 determined by an examination approved by the Commissioner of

180 Education.

This act shall take effect as follows and shall amend the following sections:		
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Section 1	<i>July 1, 2015</i>	10-17g
Sec. 2	<i>July 1, 2015</i>	10-145f(c)
Sec. 3	<i>July 1, 2015</i>	10-145h
Sec. 4	<i>July 1, 2015</i>	10-145k

**ED**      *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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### ***OFA Fiscal Note***

#### ***State Impact:***

<b>Agency Affected</b>	<b>Fund-Effect</b>	<b>FY 16 \$</b>	<b>FY 17 \$</b>
Education, Dept.	GF - Potential Revenue Loss	Minimal	Minimal

Note: GF=General Fund

#### ***Municipal Impact:***

<b>Municipalities</b>	<b>Effect</b>	<b>FY 16 \$</b>	<b>FY 17 \$</b>
Local and Regional School Districts	Potential Revenue Gain	Minimal	Minimal

### ***Explanation***

The bill requires any unexpended bilingual education grant money to be distributed on a proportionate basis to all school districts that receive a bilingual education grant. This could result in a revenue gain to various local and regional school districts. In FY 14, approximately \$28,000 lapsed in the bilingual education account; the potential revenue gain to local and regional school districts would be minimal. Correspondingly, by redistributing the unexpended funds, a minimal lapse to the General Fund could be precluded.

Additionally, the bill makes several changes to the bilingual teacher certification and the international teacher permit laws, which are procedural in nature and not anticipated to result in a fiscal impact.

### ***The Out Years***

The annualized ongoing fiscal impact identified above would continue into the future subject to amount of unexpended bilingual education funds.



**OLR Bill Analysis****sSB 1102*****AN ACT CONCERNING CERTIFICATION REQUIREMENTS FOR BILINGUAL EDUCATORS.*****SUMMARY:**

This bill makes several changes to the bilingual teacher certification and the international teacher permit laws, making it easier for applicants to obtain these credentials. Among other things, it sets conditions under which the State Board of Education (SBE) can extend temporary certifications for bilingual teachers for an additional two years and allows it to grant international teacher permits to bilingual education teachers who complete SBE-prescribed coursework training in lieu of a bachelor's degree.

It also requires any unexpended bilingual education grant money to be distributed on a proportionate basis to all school districts that receive a bilingual education grant.

EFFECTIVE DATE: July 1, 2015

**§ 1 – UNEXPENDED BILINGUAL EDUCATION GRANT MONEY**

By law, school districts that have at least 20 students in a school whose dominant language is not English must provide bilingual education and may receive a state bilingual education grant. Under the bill, the State Department of Education (SDE) must distribute any appropriated money for bilingual education that goes unexpended as of November 1 of each year. The unexpended money must be distributed on a proportionate basis to each local or regional board of education receiving a bilingual grant.

**§§ 2 & 3 – BILINGUAL TEACHER CERTIFICATION*****Temporary Certification***

By law SBE may grant one-year nonrenewable temporary certifications to applicants if they meet certain requirements (e.g., are certified to teach in another state and completed a year of successful teaching in that state in the year immediately preceding the application). Under the bill the SBE can extend a certificate in the bilingual education endorsement area an additional two years if the applicant is employed by a local or regional board of education and teaching in a bilingual education program.

**Certification**

Under the bill, an applicant for a bilingual teacher certification can qualify for certification without passing an oral competency test by demonstrating oral competency in a language other than English by an appropriate method to be specified by SDE. The bill does not indicate what the method will be. By law and unchanged by the bill, applicants must pass a written and oral competency English test and pass a written competency test in the other language.

Under current teacher certification law, successful applicants must meet certification and subject-area endorsement requirements. Under the bill, applicants must meet only endorsement area requirements. Specifically the bill allows SBE to issue an endorsement in bilingual education to an applicant who has:

1. completed coursework requirements in (a) elementary education and bilingual education or (b) for secondary level education, the subject area they will teach and bilingual education, and
2. passed SBE-approved examination requirements for bilingual education.

**§ 4 – INTERNATIONAL TEACHER PERMIT**

The law allows SBE to issue an international teacher's permit in teacher shortage areas (see BACKGROUND) when the applicant meets certain criteria. It is a one-year permit with the option of a one-time, one-year renewal. The local or regional board of education requesting

that SBE issue the permit must attest to a plan for the supervision of the teacher and the teacher, among other things, must hold a proper visa and a bachelor's degree or the equivalent.

The bill permits, if he or she will be teaching as part of a bilingual education program, the applicant to substitute for the bachelor's degree completion of SBE-prescribed coursework or training to achieve proficiency deemed equivalent to a bachelor's degree.

## **BACKGROUND**

### ***Teacher Shortage Areas***

By law, the education commissioner must annually determine the anticipated teacher shortage areas based on vacancies, retirements and the expected quantity and quality of new applicants. By law and regulation unchanged by the bill, shortage area applicants can qualify for a one-year durational shortage area teaching permit, which entitles a holder to teach in Connecticut, but is not fully equivalent to a certification.

## **COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 33 Nay 0 (03/27/2015)